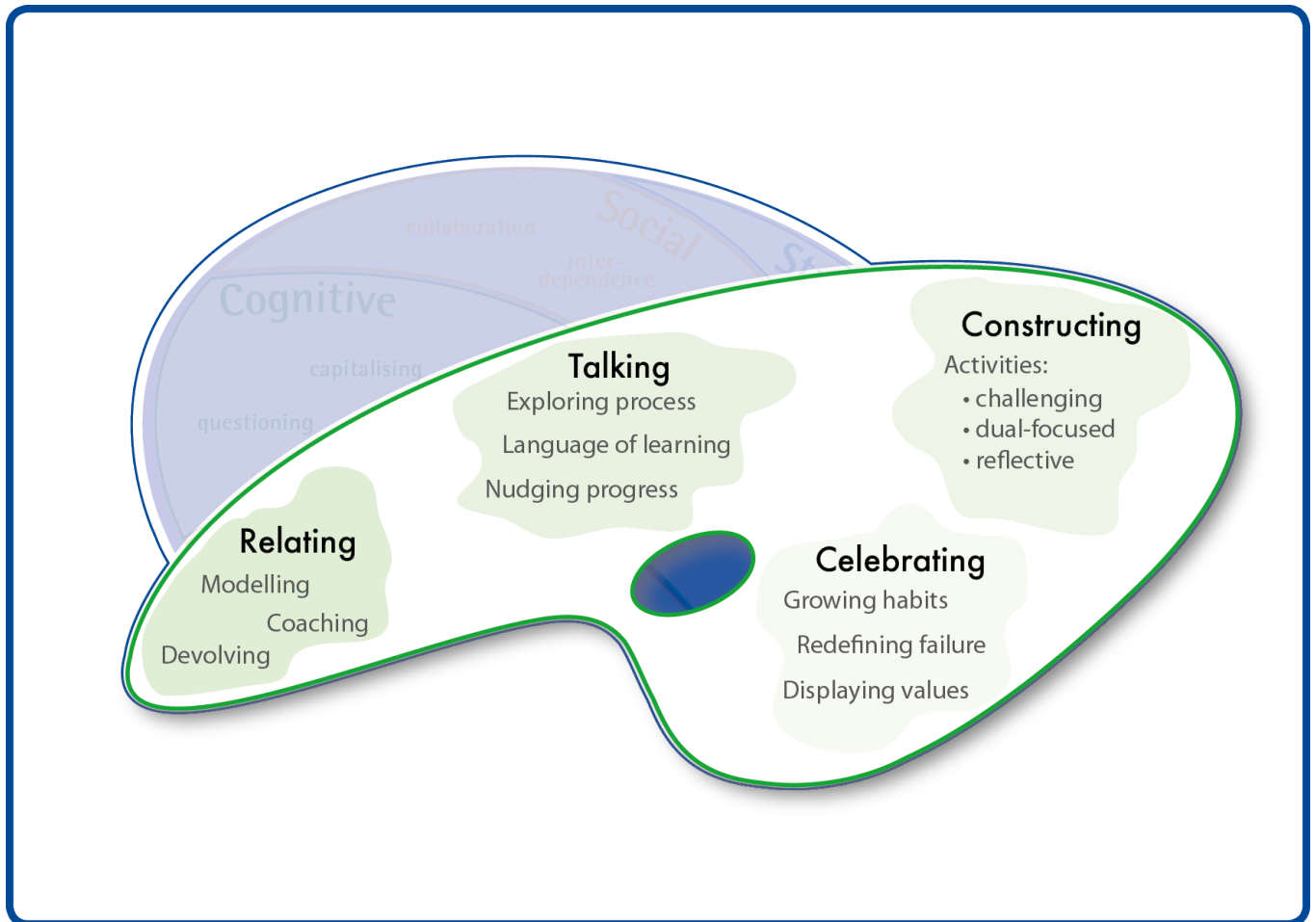


The Learning Friendly Classroom



Playing the Learning Power game

Session 2 – The Teachers' Palette

What we are trying to achieve in session 2

Outcomes

- Become aware of features of learning friendly classrooms
- Recognise what makes learning friendly classrooms work
- Begin to consider ways forward to make our classrooms geared to developing learning

Learning behaviours you will need to contribute!

- **Making Links**
 - To your current practice
- **Reflect**
 - On what happens now
- **Imagine**
 - How developing learning power would work in your classroom?
- **Persevere**
 - Relish a challenge

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Culture Tool 1 What view of Learning informs the classroom?

Passengers:

Teacher Focused

Teacher decides what and how of learning

Teacher does most of the questioning

Main focus is on pupil performance

Most of the learning relies on text books and or worksheets

Most tasks are undertaken individually

Teacher devises and undertakes assessments

Teacher takes a 'fount of knowledge' role

Pupils believe responsibility for learning lies with the teacher.

Pupils get along by doing what is asked of them

Crew:

LearnER focused

Actively engaged in a variety of learning tasks

Learners have some degree of choice in what to learn

Learner's questions drive their learning

Learners encouraged to organise enquiries

Learners involved in assessing their own learning

Learners monitor their own learning

Collaborative learning encourages dialogue

Learning tasks are differentiated and challenging

Main focus is on making meaning

**Pupils engaged in making meaning
Supportive learning environment**

Pilot:

Learning focused

Teacher takes the role of coach

Learning process given public focus

Learning process frequently reflected on

Lessons designed around content and process

Learning designed to promote progression in learning habits

Rich language of learning permeates the classroom

Learners conscious of using their learning behaviours

Learners self regulate their learning process

Focus is on becoming a better learner

Effective learning promoted through learner activity, collaboration, responsibility and meta learning.

Relating for Learning – Making learning a shared responsibility

Modelling learning					Score: []
1 = I pride myself on my secure subject knowledge		4 = I 'learn aloud' in front of my students		8 = I seek feedback from my students about how I might improve my teaching	
Devolving responsibility					Score: []
1 = My classroom is designed for efficient teaching. Responsibility for learning lies with me.		6 = My students view learning as a shared responsibility		9 = My students take responsibility for their own learning development	
Coaching approaches					Score: []
2 = My students are passive recipients of instruction. My questions check for understanding		6 = I coach students, asking probing questions that open up understanding		9 = My students coach each other in pursuit of their own goals	

Talking for Learning – Making learning the object of conversation

Exploring learning as a process					Score: []
2 = My talk about learning is little more than exhortations to 'try harder' or 'ask more questions'.		5 = I encourage my students to talk about how they are learning		9 = Talk about learning permeates everyday classroom discourse	
Creating a language for learning					Score: []
1 = My talk is focused on work and the successful acquisition of content		4 = I tell my students about the process of learning		8 = Talk in my classroom enables my students to understand and improve their own learning	
Nudging learning forward					Score: []
1 = My informal comments tend to be little more than poorly defined encouragement and praise.	3 = My feedback is mostly corrective and at the task level. I rarely give process related feedback.			8 = My talk is planned to nudge fine-grain aspects of learning behaviours forward	

Constructing Learning – Making learning the object of learning

Models for learning					Score: []
1 = I rarely create opportunities for reflection.		4 = I create opportunities for students to reflect on what has been learned.		8 = I create ample opportunities for my students to reflect on what they have learned and how they have learned it	
Linking content and learning behaviours					Score: []
2 = My learning objectives focus on what is to be learned		4 = My learning objectives identify what is to be learned and mention a generic learning behaviour that might be needed.		9 = My learning objectives help students to understand what they will learn, why they will learn it, and how they will learn it	
Rich challenging activity					Score: []
1 = I design undifferentiated, tasks, challenging for some, easy for others.			6 = I provide differentiated activities that challenge all learners	9 = My students relish opportunities to tackle the challenging, open-ended activities I provide.	

Celebrating Learning – Making learning the object of attention

Growing learning habits					Score: []
	3 = My displays contain learning positive prompts		6 = My display illustrates what it means to become a better learner	9 = My students are aware of and can describe how they are becoming better learners	
Re-defining failure					Score: []
2 = I help my students to avoid making mistakes		5 = I help my students to learn from their mistakes	7 = My students understand that making mistakes is a sign that they are learning		
Learning on display					Score: []
1 = I create displays that celebrate examples of 'good / best work'.	4 = I create displays that show work in progress, first drafts etc.			9 = My displays celebrate my students' growth as learners	

This rough and ready culture quiz has a notional 10 point scale for each item, but only three points on that scale are described. Look at the descriptions and then give a broad estimate of where you think you are.

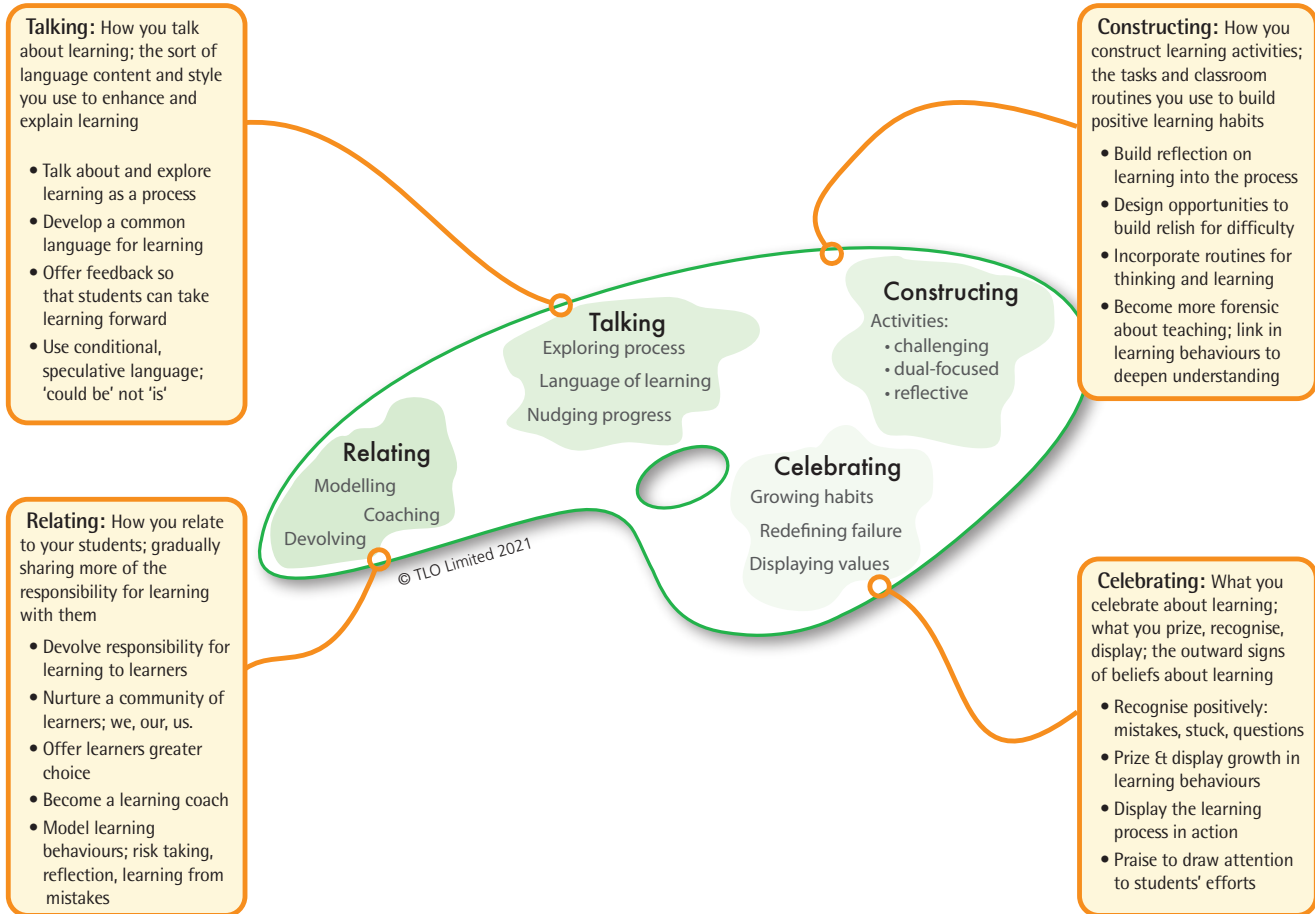
Either you;

- agree with one of the descriptors and put that number in the score box
- estimate where you might be somewhere between the descriptors
- or estimate you might even be beyond or before a descriptor.

e.g. For item 2 Devolving responsibility...you could score yourself at 2 or 6 or 9 if you thought those descriptors were about right OR 1, if you thought 2 was generous OR 3, 4 or 5 if you thought 6 was too generous OR 7 or 8 if you thought 9 too generous but you were better than 6.etc. You place yourself at a descriptor or somewhere between them.

Estimate your average score. If your average is between 1 and 3 then you are firmly in the Teacher focused box from the Culture tool 1. If your average is between 4 and 6 you are in the Learner focused box. If your average is 7 and 10 you are in the Learning focused box.

The Teaching Framework that makes it all work

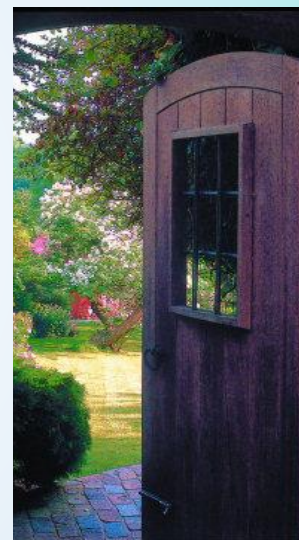


BLP's second model: the Teachers' Palette.

Based on research by Chris Watkins

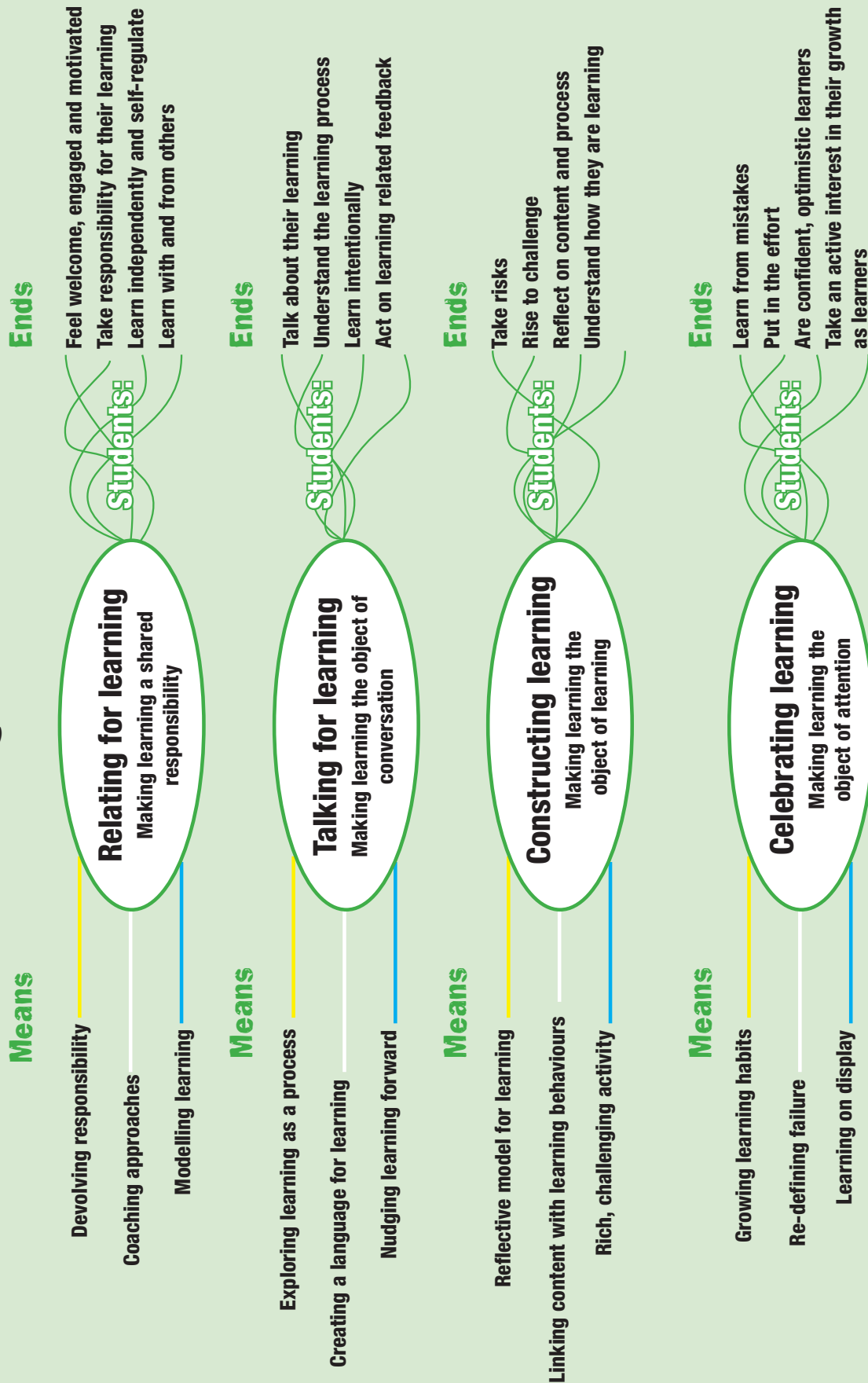
A teacher's job becomes one of...

- Introducing learning behaviours
 - making pupils aware of the tools **they command** as learners
- Developing a language for learning
- Infusing learning behaviours into lessons
- Becoming a learning power coach
- Celebrating the use and growth of learning behaviours



Culture Tool 2

Shifting the culture



Readying your classroom for learning

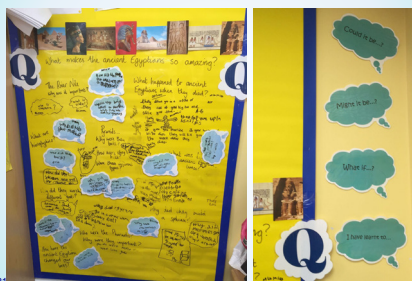
- **Relating for learning:** making learning a shared responsibility
 - create opportunities for pupils to **ask more questions**
 - move responsibility for **monitoring** learning towards pupils
 - train pupils in '**getting themselves unstuck**'. Plan to get learners stuck.



BLP
Building Learning Power

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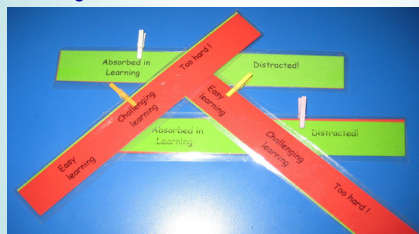
Encourage students to ask more questions



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Opportunities for questions

Develop tools to help pupils monitor... feelings, level of challenge.



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Monitoring learning

Train students to overcome being stuck



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Retrain

Readying your classroom for learning

- **Talking for learning**; making learning the object of conversation
 - give pupils 'hooks for language' on which to hang talking about learning;
 - broaden your **feedback** to develop both content and learning behaviours



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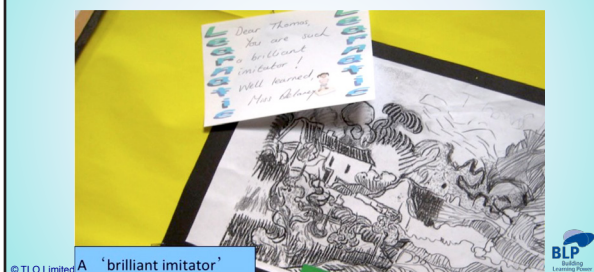


Hooks for the language of learning



Hooks

Feedback pointing out behaviours used



Broaden Feedback

Talk about effort

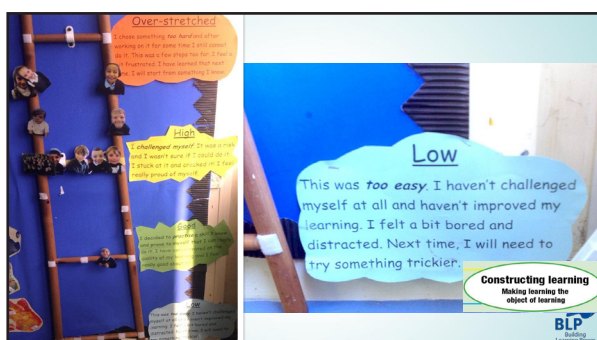
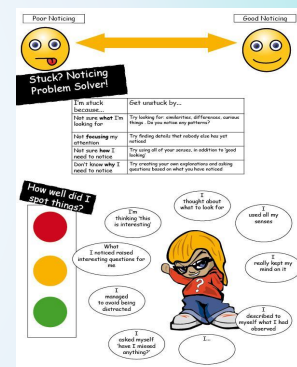
- Explore what is meant by 'effort'; discuss ways to apply it.
- Connect effort and improvement; the sort of effort being used is causing their improvement.



Talk about learning

Readying your classroom for learning

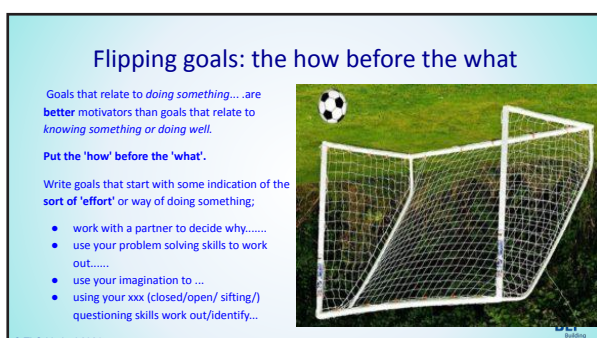
- **Constructing learning:** making learning the object of learning
 - build **reflection** on learning into lessons.
 - **blend content and process**; what/how learning into lesson planning
 - build understanding using **rich, challenging** and authentic activities.



Build in reflection



Build revising into learning



Blend content and process

Let your values and beliefs come through

- **Celebrating learning:** making learning the object of attention.
 - Bring learning out of the shadows; making the **learning process...** how it feels, what it means..**obvious**
 - **Celebrate growth** in learning behaviours
 - **Redefine failure**....celebrate stuck, mistakes, managing distraction, striving for goals, asking questions....



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Bringing learning out of the shadows: noticing how



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Make learning obvious

Celebrate growth in learning behaviours



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Celebrate growth

Re-think being stuck

- Getting unstuck; a natural part of learning. Celebrate as a **site of interest not shame**
- Have learners identify the obstacle to their progress. **I'm stuck because..**
- Model and talk through the 'getting unstuck' process.
- Use the **VTR**. What do I know? What do I need to know? What techniques do I have to bridge the gap?
- If pupils freeze offer **supportive questions NOT answers**. 'What do you do next?' and ditto. You are encouraging pupils to take over the job for themselves.
- Tell pupils you are **planning to get them stuck**.

 Building Learning Power

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Rethink failure

Lesson dimensions

Planning learning power into a lesson. Example meta-plan

Learning process structure for this session	Learning activity (what)	Teacher Talk	Student role	Disposition being strengthened (how)	Linked resources	Cultural bedrock
Try	Grapple Task Based on current understanding. 5 mins. Goal: to connect with previous learning & grapple productively.	Circulate/listen/nudge Offering tips and thought provoking questions where appropriate 'you might try'.	Work independently.	Struggling, questioning, exploring, reasoning, persevering.	Grapple task.	Make it safe to: Try; Fail; Have a go.
Share	Think-pair-share 10 mins Goal: to share productively.	Eavesdrop on discussions. Get a feel for insights/ideas.	Pairs explain what tried. Table groups compare notes.	Linking (old/new) Listening Sharing Reasoning (analysing, deducing)	Wall chart (Rights and Responsibilities) with helpful tips for discussion.	Feel free to: share ideas. Productive conversations valued.
Extend	Teacher guidance to whole class on range of possible strategies 10mins Goal; extend thinking.	Guide based on what heard. Use could-be language and 'let's say'	Listen for possibilities, new ways of tackling the problem.	Listening Linking Wondering Noticing		Interest paid to what/how students think.
Apply	Further problems to explore and use new understandings. 15 mins	Challenging learners to find the best strategies; 'Have you wondered about....?'	Work individually Asking; what's happening here. What are the rules for this.	Persevering, reasoning, experimenting	Further range of problems.	See challenge as interesting.
Review	Reflect on extent of learning and relevance of the process. 10mins	Ask about: relevance of grapple task; timing/groupings.	Reflect on extent to which they reached their target and appropriateness of methods used.	Evaluating their own progress and understanding of the process. i.e. meta-cognition.	Learning mat to support discussion.	Recognition of value of self-regulation.

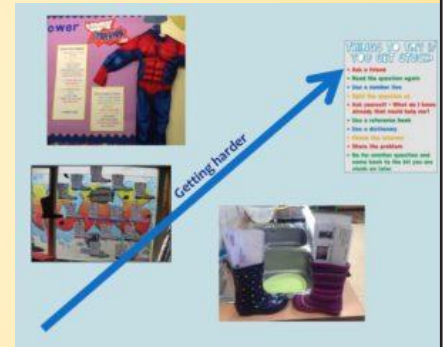
A quick look at progression

The 4 foundational behaviours					
6	Embodies. "I can't not."	Knows they have the strategies to reach a successful resolution to the problem in hand.	Can't help but ask questions to try to find out the things they wish to know.	Team player. Adopts many different team roles. Valued in any team.	Approaches problem solving as a process of continuous improvement.
5	Organises. "I make sure."	Organises self to get the job done. Manages and overcomes discouragement.	Asks difficult questions with sensitivity. Pursues their own lines of enquiry.	Manages conflict effectively. Brings others on-side and builds consensus.	Questions normal rules / ideas to detect errors and improve things.
4	Values. "I see why."	Has worked out ways to help them through the hard slog of practice.	Asks 'what if' type questions to explore ideas and hunches.	Respects others' views. Has a clear view of the purpose and value of each team role.	Edits as they go along. Thinks on their feet within the given variables.
3	Responds. "I'll try."	Initiates own prompts to keep going. Remains positive. Knows why they are stuck.	Understands how to ask open questions to encourage others to say what they think.	Is patient with and steps back for others. Experiments with different team roles.	Decides what needs to be done and in what order. Checks to ensure they are on track.
2	Receives. "Show me. Tell me."	Uses suggested prompts and resources to get unstuck / keep going.	Understands how to ask closed questions to find out factual information.	Takes turns and listens carefully. Tries out some team roles when prompted.	Checks what they are doing against given criteria.
1	Lacks. "I can't. I won't."	No coping strategies. Prone to be distracted. Readily gives up. Sensitive to negativity.	Expects teachers to give the answers. Does not like asking questions.	Few social strategies. At best, cooperative rather than collaborative.	Rushes ahead. No rethinking or retrying. When it's done, it's done.
The 6 phases of development		The Perseverance trajectory of developing skills and behaviours	The Questioning trajectory of developing skills and behaviours	The Collaboration trajectory of developing skills and behaviours	The Revising trajectory of developing skills and behaviours

Post session tasks

Post session task 1 Making 'getting unstuck' grow up

- Whole staff debate
- How do we grow independence
- What do we expect in year 1 or 3 or 6?
- What will the prompts in classrooms look like?
- How do they grow up?
- Refine and update your ideas as you learn more

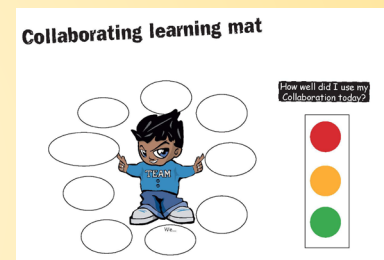


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Post session task 2:

- Look at pages 13 and 14 in the Resource book. Page 13 shows a learning mat for Revising. Page 14 has an empty mat for collaborating
- Work together to decide which aspects of collaboration you want pupils to become aware of in lessons.
- **Then Think...**
- What would we expect of younger learners? What would we want to emphasise for older learners?
- NB. Progression in learning habits is covered in detail in Phase 2 of the programme (next year)

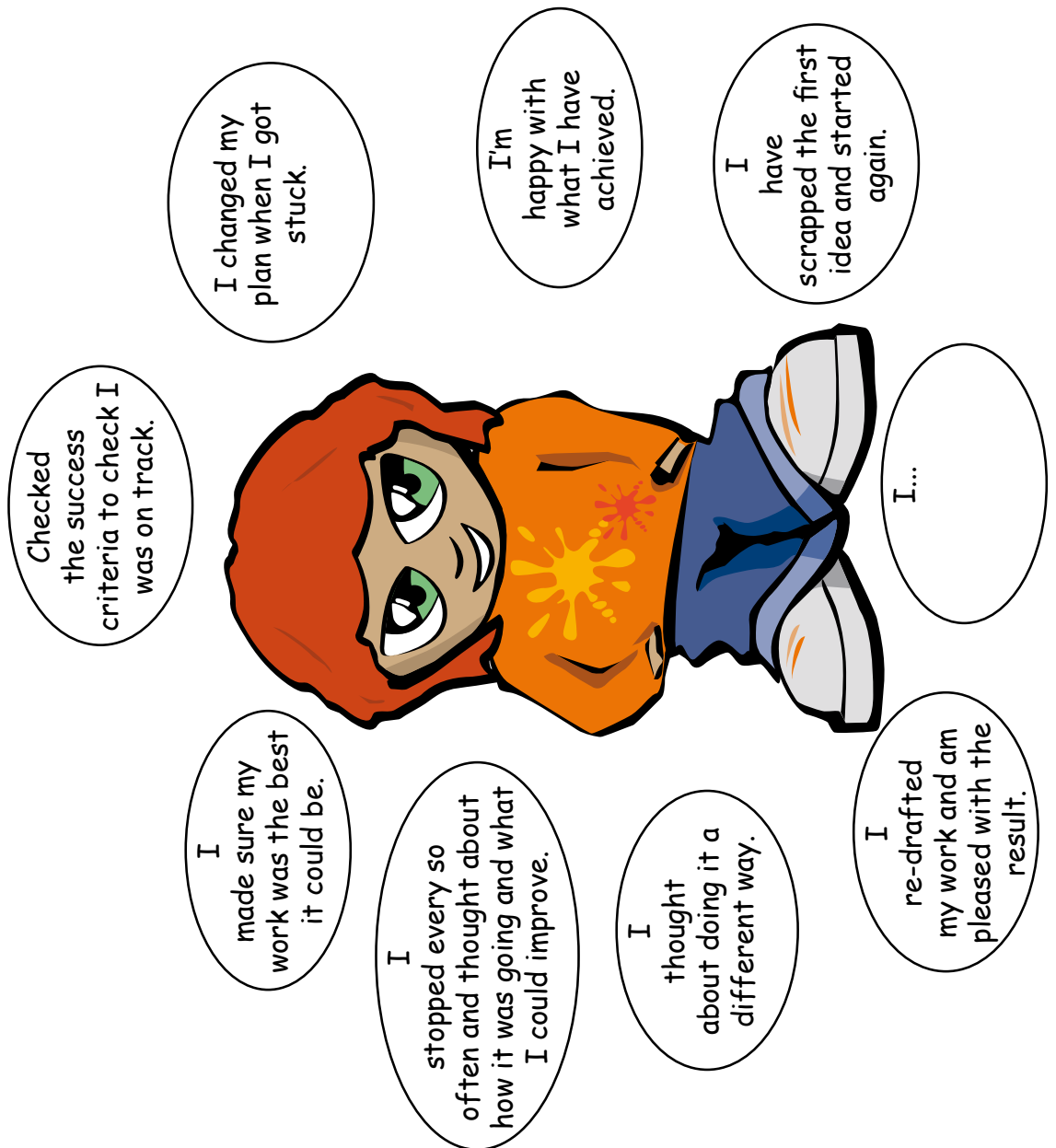
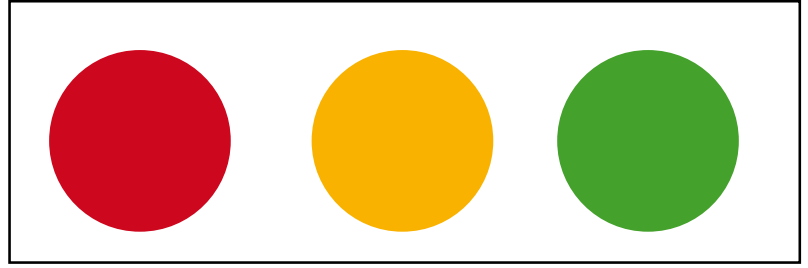


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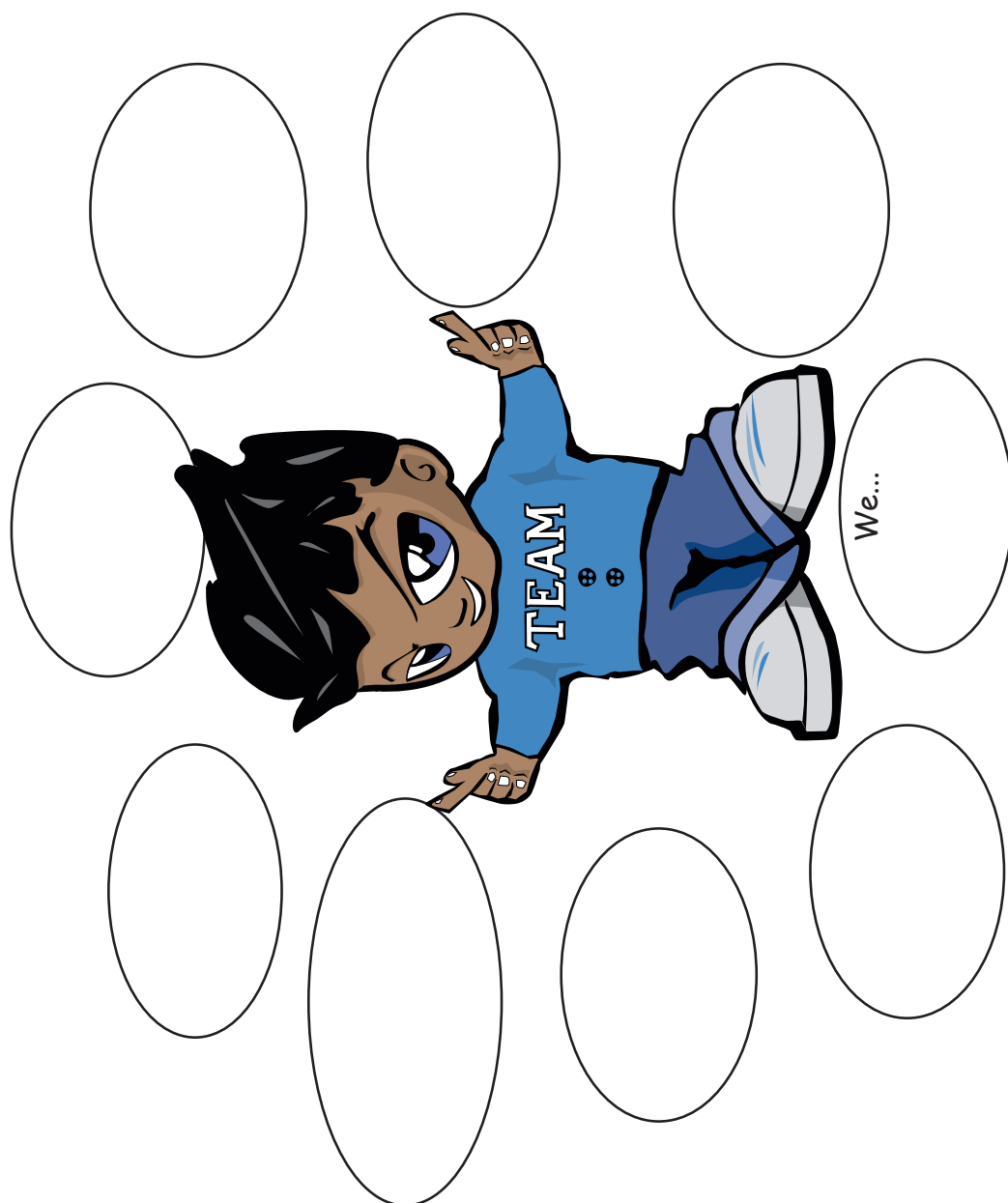
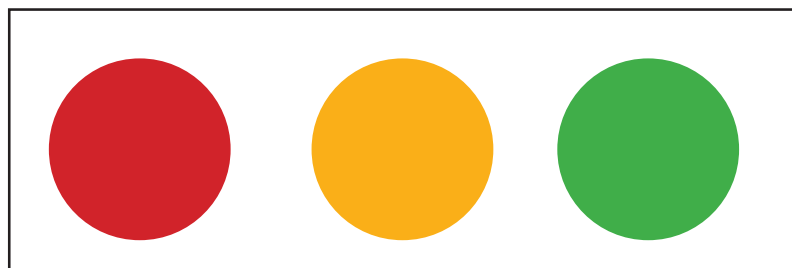
Revising learning mat

How well did I revise
my thinking?



Collaborating learning mat

How well did I use my
Collaboration today?



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helping young people become better learners



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